



RELATIONSHIP BETWEEN STUDY HABITS AND ACHIEVEMENT IN SCIENCE SUBJECT OF CLASS IX STUDENTS IN RI BHOI DISTRICT OF MEGHALAYA

Elevenstone Synrem¹ | Dr. Ibadani S. Syiem²

¹ Ph.D Research Scholar, Department of Education, North Eastern Hills University, Shillong, Meghalaya, India.

² Professor, Department of Education, North Eastern Hills University, Shillong, Meghalaya, India.

ABSTRACT

Education is a process which determines the standard of life and civilization of human society. It helps to apply knowledge for bringing desirable changes in human life and society as well. It helps to acquire knowledge and to realize the values of life and works continuously for the development of individual and society. It produces individuals who devote themselves for the advancement of the society in the field of science and technology. It helps the individuals to be explorative and innovative through the process of construction of knowledge by proper utilizing of the natural resources. The teaching and learning process in the classroom prepare the students to acquire knowledge of vital importance of science and technology in the modern world. Science, as one of the subject of study takes its place side by side with other subjects as essential elements of one's education. The students are also expected not only to learn the subject of science in the classroom room, but they must have proper study habits which will help them to gain a satisfactory achievement in this subject. In the field of education, study habits exercise a strong impact on the achievement of the students. The learning of science subject in schools demands to a great extent on the quality of study habits of the students. Many students do have positive attitude towards science subject, but they do not practice good study habits. In the present study, one of the objective is to study the relationship between study habits and achievement in science subject of Class IX students in Ri Bhoi District of Meghalaya. A sample of 800 class IX students was selected from the different schools of the District. Study Habits Inventory developed by Dr. B. V Patel (1975) and achievement test in science subject were administered to the selected sample. The finding of the study revealed that there is a positive relationship between study habits and achievement in science subject.

KEY WORDS: Relationship, Study Habits, Achievement, Science Subject, Class IX students, Ri Bhoi District.

INTRODUCTION:

Education plays a very important role in the process of change of human civilization. It helps to acquire knowledge and to realize the values of life and works continuously for the development of individual and society. It determines the standard of life, society, culture and civilization of human society (Sarma, 2012). It helps to apply knowledge for bringing desirable changes in life and society as well. It produces individuals who devote themselves for the advancement of the society in the field of science and technology. It helps the individuals to be explorative and innovative through the process of construction of knowledge by proper utilizing of the natural resources. The teaching and learning process in the classroom prepare the students to acquire knowledge of vital importance of science and technology in the modern world. Science, as one of the subject of study takes its place side by side with other subjects as essential elements of one's education. The impact of the prescribed syllabus of science subject can be observed in term of the achievement of the students. The achievement in science subject does not mean to judge the attainment of learning of the students in terms of their level of performance but also to know how far the students are able to connect themselves with the discoveries and inventions. The secondary school students have to prepare themselves to attain good academic position and to select a right subject for their career. It is obvious that the value of achievement in science subject among the students is of great important at the secondary stage because it serves the purpose to select course for their career in future based on science. In the schools, the students are made to be serious in the study of science subjects. No doubt, students are expected by the school to attain high achievement in science subject. The fact cannot be denied that students face an intense pressure to study hard in order to achieve high academic performance in science subject.

The students are also expected not only to learn the subject of science in the classroom room, but they must have proper study habits which will help them to gain a satisfactory achievement in this subject. In the field of education, study habits exercise a strong impact on the achievement in science subject of the students. Abid Hussain Ch. (2006) views that quality of education is reflected through academic achievement which is a function of study habits and study attitude of the students and, to enhance the quality of education, it is necessary to improve the study habits and study attitudes of the students. Abid Hussain Ch. (2006) further asserted that better study habits and study skills lead to better achievement score. The learning of science subject in schools demands to a great extent the quality of study habits of the students. Many students do have positive attitude towards science subject, but they do not practice good study habits. Edoh & Alutu (2012) pointed out that students who possess adequate mental abilities sometimes do not perform well in their academic works because they do not know how to study effectively or they do not use the most effective method of study. The formation of good study habits in secondary school also serves as the basis for the learning achievement among the students. Success of the students is measured by their abilities to study. Chand (2013) observed that good study habits lead to good academic record and bad study-habits lead to poor academic record as there is direct relationship between study habits and academic achievement. The role of study

habits in the teaching learning process attract many researchers to investigate the relationship between study habits and academic performance of the students. Researchers like Riaz and Malik (2002) investigated the relationship of study habits with educational achievements, Andar & Shivakumar (2014) investigated the relationship between study habits and students' academic achievement in science subjects of X standard students, Chaudhari (2013) conducted a study on Study Habits of Higher Secondary School Students in Relation to their Academic Achievement in Banaskantha District of Gujarat, and many others have come up with important findings on the role of study habits on academic achievement of the students. Study habit is the kind of study routine which the students use regularly at home and in the school environment. Study habits enable the students to acquire effective learning. It means the ability of the learners to prepare study schedule considering his plan of the study, the habits of concentration, note taking, judicious application of spaced and unspaced methods of study and arranging better learning situation. It also involves adopting time management, self discipline, concentration, methods of memorization, organization and effort. Good (1973) defined study habits as: "The student's way of study whether systematic, efficient or inefficient etc". Patel (1975) identifies seven dimensions of study habits. They are home environment, Reading and note taking, Planning of subjects, Habits of concentration, Preparation for Examination, Habits and attitudes and School Environment". In school, high academic performance among the students has been attributed to students affective study habits. While focusing on the importance of study habits in the teaching learning process, there is a need to investigate as to how much study habits plays its role in bringing desired achievement in science subject.

NEED AND JUSTIFICATION OF THE STUDY:

Today, the problem of many students performing poorly in test and examination is the lack of study habits. For an excellent performance, there is need for the students to form good study habits. It is natural that the procrastination behaviour among the students can lead them to improper study habits which further leads to lower academic achievement. Study habits is also considered as the correlating variable that influence scholastic performance. Knowing about study habits, it is felt to investigate how this variable influence the teaching and learning process in the field of science subject. There is also a sincere requirement to understand the role of study habits in the achievement of science subject. It is also imperative that this variable is required to be nurtured in a right direction for enhancing science education among the students. While considering that study habits as the factor which help the students to be able to learn the subject of science, there is also a requirement as to how this factor can be enhanced among the secondary school students for better achievement in science subject. The present study aims with an attempt to throw light on the relationship of study habits with achievement in science subject.

In view of the above mentioned points and the need to understand the role of study habits on achievement in science subject, the investigator felt the need to undertake this study. The study of this sort would help the teachers, parents, edu-

cationist, academicians and psychologists in creating a learning situations which can lead to better achievement in science subject. It is therefore, felt worthwhile to investigate the study habits in relation to achievement in science subject among Secondary students of Ri Bhoi District. It is hopeful that the findings of the study may open a new horizon to make the secondary school teachers and learners to think and act in terms of achievement in science subject.

OBJECTIVE OF THE STUDY:

To study the relationship between study habits and achievement in science subject of Class IX Students in Ri Bhoi District of Meghalaya

HYPOTHESES OF THE STUDY:

There is no significant relationship between study habits dimensions viz. home environment, reading and note taking, planning of subjects, habits and concentration preparation for examination, habits and attitudes, school environment and achievement in science subject of class IX students

Sample of the study:

The sample comprised of 800 class IX students selected from different schools in Ri Bhoi District of Meghalaya. The selected sample included 400 male and 400 female students. Out of 800 students, 484 students were selected from the schools of rural areas and 316 students from the schools of urban areas. Again, the selected sample included 92 students from Government schools, 354 students from Government Aided Schools and the remaining 354 from private schools.

Tools used:

The tools used in the study were

a) Study Habits Inventory developed by Dr. B. V. Patel (1975)

b) Achievement Test in Science Subject

Statistical Techniques Used:

The obtained data were analysed by employing appropriate statistical technique. 'r'- technique was employed to determine the relationship between study habits and achievement in science subject.

RESULT AND DISCUSSION:

In the present study, analysis of the collected data gathered through Study Habits Inventory and achievement test was carried out by applying suitable statistical technique. The results were carefully and meaningfully interpreted. The following Table shows the coefficient of correlation between study habits and achievement in science subject.

Coefficient of Correlation between Study Habits and Achievement in Science Subject

Variables	Mean	SD	Df	Computed 'r' value	Table 'r' Value	Significant Level
Home Environment	23.16	2.48	797	0.537	0.088	.05
Achievement	34.71	10.90				
Reading and Note Taking	33.02	3.20	797	0.696	0.088	.05
Achievement	34.71	10.90				
Planning of Subjects	20.55	3.12	797	0.683	0.088	.05
Achievement	34.71	10.90				
Habits of Concentration	12.23	3.82	797	0.692	0.088	.05
Achievement	34.71	10.90				
Preparation for Examination	19.86	3.53	797	0.999	0.088	.05
Achievement	34.71	10.90				
Habits and Attitudes	25.27	4.02	797	0.686	0.088	.05
Achievement	34.71	10.90				
School Environment	17.49	3.22	797	0.697	0.088	.05
Achievement	34.71	10.90				
Study Habits Overall	151.40	17.04	797	0.702	0.088	.05
Achievement	34.71	10.90				

From the above Table, it is evident that

a) For the relationship between study habits with regards to home environment and achievement in science subject, the tabulated value of 'r' for $df=797$ is 0.088 at 0.05 level. The obtained value of 'r' (0.537) being greater than 0.088 indicates that there is a significant relationship between home environment and achievement in science subject at 0.05 level. In this case, the hypothesis that there is no relationship between home environment and achievement in science subject is not accepted.

b) For the relationship between study habits with regards to reading and note taking and achievement in science subject, the tabulated value of 'r' for $df=797$ is 0.088 at 0.05 level. The obtained value of 'r' (0.696) being greater than 0.088 indicates that there is a significant relationship between reading and note taking and achievement in science subject at 0.05 level. In this case, the hypothesis that there is no relationship between reading and note taking and achievement in science subject is not accepted.

c) For the relationship between study habits with regards to planning of subjects, and achievement in science subject, the tabulated value of 'r' for $df=797$ is 0.088 at 0.05 level. The obtained value of 'r' (0.683) being greater than 0.088 indicates that there is a significant relationship between planning of subject and achievement in science subject at 0.05 level. In this case, the hypothesis that there is no relationship between planning of subject and achievement in science subject is not accepted.

d) For the relationship between study habits with regards to habits of concentration and achievement in science subject, the tabulated value of 'r' for $df=797$ is 0.088 at 0.05 level. The obtained value of 'r' (0.692) being greater than 0.088 indicates that there is a significant relationship between habits of concentration and achievement in science subject at 0.05 level. In this case, the hypothesis that there is no relationship between habits of concentration and achievement in science subject is not accepted.

e) For the relationship between study habits with regards to preparation for examination and achievement in science subject, the tabulated value of 'r' for $df=797$ is 0.088 at 0.05 level. The obtained value of 'r' (0.999) being greater than 0.088 indicates that there is a significant relationship between preparation for examination and achievement in science subject at 0.05 level. In this case, the hypothesis that there is no relationship between preparation for examination and achievement in science subject is not accepted.

f) For the relationship between study habits with regards to habits and attitudes and achievement in science subject, the tabulated value of 'r' for $df=797$ is 0.088 at 0.05 level. The obtained value of 'r' (0.686) being greater than 0.088 indicates that there is a significant relationship between habits and attitudes and achievement in science subject at 0.05 level. In this case, the hypothesis that there is no relationship between habits and attitudes and achievement in science subject is not accepted.

g) For the relationship between study habits with regards to school environment and achievement in science subject, the tabulated value of 'r' for $df=797$ is 0.088 at 0.05 level. The obtained value of 'r' (0.697) being greater than 0.088 indicates that there is a significant relationship between school environment and achievement in science subject at 0.05 level. In this case, the hypothesis that there is no relationship between school environment and achievement in science subject is not accepted.

h) For the relationship between total score of all the dimensions of study habits and achievement in science subject the tabulated value of 'r' for $df=797$ is 0.088 at 0.05 level. The obtained value of 'r' (0.702) being greater than 0.088 indicates that there is a significant relationship between study habits and achievement in science subject at 0.05 level. In this case, the hypothesis that there is no relationship between study habits and achievement in science subject is not accepted.

With regards to the study habits and achievement in science subject among the Class IX students in Ri Bhoi District, it was found that there is a positive ($r=0.702$) significant relationship between study habits and achievement in science subject. The finding of the present study is in line with the findings of Riaz, Kiran and Malik (2002), Premalakshmi (2012), Crede and Kuncel (2008), Dkar (2012), Edoh and Alutu (2012), Chaudhari (2013), Andal and Shiva Kumar (2014), Chamundeswari, S, Sridevi, V. and Kumari, A (2014), Siah and Maiyo (2015), Ebele Uju. F and Olofu Paul. A (2017) where positive and significant relationship was found between study habits and achievement. This implies that the academic achievement among the students is influenced by their study habits.

IMPLICATIONS:

The following implications can be derived on the basis of the present study:

a) The study has pointed out the relationship between study habits and achievement in science subject among the Class IX students. This implies that those students who have better study habits achieve more than those students who have less study habits.

b) The present study will also be useful to teachers to identify and improve the achievement of the student in science subject with low study habits, by motivating them so as to enhance their achievement in science subject.

RECOMMENDATIONS:

Some recommendations can be made on the basis of the implications to enhance the study habits of the students so as to improve their achievement in science subject. These are:

i) Student should be encouraged to use library books, magazine and newspaper.

pers to develop good study habits

- ii) Guidance and counselling with regards to study habits should be made an integral part in the teaching learning process so that the students may become aware of importance of regular study habits.
- iii) Teachers can help students to frame time table for studying at home and motivate them to study according to the time table.
- iv) Parents should monitor daily to ensure that their children take serious in their study habits
- v) Parents-teacher meeting should be regularly held to elicit feedback about the study behaviour of the students.

CONCLUSION:

Thus, there is a positive relationship between study habits and achievement in science subject among class IX students in Ri Bhoi District of Meghalaya. It is hoped that the findings of the present study are educative, meaningful and interesting. The investigator will feel happy if the present study is considered useful in any way, by the students, teachers, researchers and other persons who are interested in the field of science education, study habits and learning achievement and for carrying further research in the same field.

REFERENCES:

1. Abid Hussain Ch. (2006). Effect of Guidance Services on Study Attitudes, Study Habits and Academic Achievement of Secondary School Students. In Bulletin of Education & Research, Vol. 28, No. 1, pp. 35-45. Retrieved on August 24, 2014
2. Andal, S & Shivakumar, R (2014). Study habits and Academic Achievement in Science among X Standard Students. In International Journal of Teacher Educational Research (IJTER), Vol.3, No.3, March, 2014 www.ijter.com. Retrieved on July 18, 2018
3. Chamundeswari, S, Sridevi, V. and Kumari, A (2014). Self-Concept, Study Habit and Academic Achievement of Students. In International Journal of Humanities Social Sciences and Education (IJHSSE), Volume 1, Issue 10, October 2014, pp 47-55 (Online) www.arcjournals.org. Retrieved on 24.08.14
4. Chand, S. (2013). Study habits of Secondary School Students in relation to Type of School and Type of Family. In International Journal of Social Science and Interdisciplinary Research, Vol. 2(7), July 2013. Available on line at indianresearchjournals.com.
5. Chaudhari, A.N. (2013). Study Habits of Higher Secondary Schools in Relation to their Academic Achievement. In International Journal of Research in Humanities and Social Sciences. Vol.1, Issue 3, pp.52.-54. Retrieved from http://www.raijmr.com.
6. Crede, M., & Kuncel, N. R. . Study habits, skills and attitudes: The Third Pillar supporting collegiate academic performance. In Perspective on Psychological Science. Vol.3, No.6. http://oducal.uc.cl. Retrieved on 5.8.14.
7. Dkhar, M. (2012). Intelligence, Adjustment Patterns and Study Habits of High, Average and Low Achievers of Class X Students in Ri Bhoi District of Meghalaya. Ph.D Thesis. Shillong, Meghalaya: North Eastern Hill University.
8. Ebele Uju F and Olofu Paul A (2017). Study Habits and its impact on Secondary School Students' Academic Performance in Biology in the Federal Capital Territory, Abuja. In Educational Research and Reviews, Vol.12(10), pp.583-588, May 2017. http://www.academicjournals.org/ER. Retrieved on 6.07.2018.
9. Osa-Edoh, G.I., & Alutu, A. (2012). A Survey of Students Study Habits in Selected Secondary Schools: Implication for Counselling. In Current Research Journal of Social Sciences. http://www.maxwellsci.com. Retrieved on 24.08.14
10. Good, C.V. (1973), Dictionary of Education (3rd Ed.), McGraw Hill Book Company, New York
11. Patel, B.V. (1975). Manual for Study Habits Inventory. Agra Psychological Research Cell, Agra-282004
12. Riaz, A., Kiran, A., & Malik, N.H. (2002). Relationship of Study Habits with Educational Achievement. In International Journal of Agriculture and Biology. Vol.4, No.3, 2002, pp.370-371 http://www.ijab.org. retrieved on August 24, 2014
13. Premalakshmi, K. (2012). Study Habits and Academic Achievement of Higher Secondary Students. In Scholarly Research Journal for Interdisciplinary Studies (SRJIS), Oct. - Nov. Vol.I(III), pp.551-565. www.srjis.
14. Sarma, M (2012). Philosophical & Sociological Foundation of Education. EBH Publisher (India), Guwahati-781001.
15. Siahi, E.A., & Maiyo, J.K (2015). Study of the Relationship between Study Habits and Academic Achievement of Students: A case of Spicer Higher Secondary School, India. In International Journal of Educational Administration and Policies Studies, Vol.7, Issue 7, pp 134-141. Doi:10.5897/IJEAPS2015.0404.